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ABSTRACT

This document describes the planning of an interdisciplinary, gestalt-oriented, multicultural education component at the University of Puerto Rico's College of Education. The document defines multicultural education, details the rationale behind the project, and explains why it will use two instructional models--intergroup relations, and the bilingual-bicultural model. The document also describes the college's commitment to the plan, its goals and general objectives, and implementation tactics at various administrative levels. In conclusion, the document provides a time frame and describes the envisaged evaluative procedures. (RDN)

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PLAN FOR THE IMPLEMENTATION OF A MULTICULTURAL EDUCATION COMPONENT WITH AN INTER-DISCIPLINARY APPROACH AT THE COLLEGE OF EDUCATION OF THE UNIV. OF PUERTO RICO

by

Isidra Albino Serrano

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PLAN FOR THE IMPLEMENTATION OF A MULTICULTURAL EDUCATION COMPONENT WITH AN INTER-DISCIPLINARY APPROACH AT THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF PUERTO RICO

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Preface

This endeavor began as the result of orientations received in the seminars sponsored by the Teacher Corps Program Network in Philadelphia.

After several activities related with the Multicultural Education approach were made in the Juncos School District, serious thought was given to the idea of writing a plan for the implementation of a Multicultural Education Component at the College of Education of the University of Puerto Rico. In fact, the standards of accreditation of the National Council for Accreditation of Teacher Education (NCATE) suggested such a component for the College.

The document was written and presented as a monograph in the course Innovations in Higher Education at the PH.D. level in New York University.

Later it was presented to Dr. Lydia L. Díaz de Grana, Dean of the College of Education, who praised it and suggested it should be examined by members of the Faculty. In this way, its discussion began at the Multicultural Education Committee. This committee was appointed by the Dean. The operational definition of Multicultural

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Education was studied and broadened to suit the Puerto Rican situation.

The plan was then examined by Prof. Juanita Méndez, coordinator for the visit of the National Council of Accreditation of Teacher Education (NCATE) and Director of the Office of Evaluation, the Auxiliary Deans and finally by the staff. Several modifications of style were incorporated. The plan constitutes part of the documents which were presented to the evaluators of the NCATE Team who visited the College for re-accreditation. It is in the process of implementation during the academic year 1982-83.

Background

The National Council of Accreditation of Teacher Education (NCATE) adopted a standard on Multicultural Education as a result of the study performed by the American Association of Colleges of Teacher Education (AACTE) for the National Institute of Education (NIE). This standard has implications which regulate all facets of teacher education and the counseling process.

In its preamble, a definition is included which earmarks the scope of the regulations, or rather, its implications. The definition[1] states:

> Multicultural Education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating and behaving in differential cultural settings. Thus Multicultural Education is viewed as an intervention and on-going process to help institutions and individuals become more responsive to the human conditions, individual cultural integrity and cultural pluralism in society (NCATE, 1977).

The standard reads:

> The Institution gives evidence of planned provision for Multicultural Education in its teacher education curriculum including both the general and professional studies components.[2]

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[1] *Multicultural Teacher Education Preparing Educators to Provide Educational Equity*, AACTE, Prentice Baptiste Jr., page 77 and page 3.

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Scope

Based on the aforementioned demand, and on a determination of keeping up with change and innovations at the College of Education of the University of Puerto Rico, a Multicultural Education component will be systematically planned and implemented geared to include this philosophical trend in the total educational curriculum. Such permeation will enable professors, administrators and counsellors to tailor their response to the individual needs of the students. This will spring from a positive understanding and acceptance of Multiculturalism by all the agents concerned:

- professors in the theorists group such as philosophers, sociologists and psychologists.
- professors in charge of the professional courses.
- professors in the clinicians group (student teaching supervisors).
- researchers.
- administrators.
- counsellors.

An inter-disciplinary approach, in which various disciplines and other aspects of the educational endeavor will come together for the purpose of discerning their inter-relationship within the theme, will be implanted and developed at the College.

A plan will be designed utilizing as the starting point an operational definition of Multicultural Education which will stem from the Puerto Rican *milieu* as referred to the national and international *milieu*. This definition will help all the constituents articulate efforts, methods, ideas and actions. The multicultural education opportunity will be predicated on cultural relativism. It will support the proposition that all learners, irrespective of sex, ethnic group membership, social class, age or any other difference, must be respected and considered on the basis of equality in the teaching endeavor.

The instructional models[3] that will serve as delivery systems for

[3] Models: García Ricardo, *Multicultural Teacher Education* Vol. 1, American Association of Colleges for Teacher Education, Chapter 5 "Instructional Models for Multicultural Education". "The essence of the intergroup relations model is sympathy (Grambs 1973). The model provides a means for learning about the views, feelings and perceptions of

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the goals and multicultural education are: (1) intergroup relations and (2) the bilingual-bicultural model.

According to the NCATE Standards there is a third model: (3) ethnic studies. This will not be included in the plan because in our *milieu* the ethnic differences *per se* "are not emphasized". It is the subcultural background on the basis of socio-economic, age, sex or other intragroup differences, which determines the cultural differences in our *milieu*.

The themes of study, therefore, will focus mostly on the intergroup model and on the bilingual-bicultural model. The intergroup model will operate on the assumption that favorable attitudes can be formed through sustained interpersonal contact. The second is representative of a linguistic scope in the teaching and learning process. It will be emphasized in accordance with a situation predominant in Puerto Rico where social, cultural, political and economic reasons are forcing a bilingual reality.

In summary, the purpose will be to find new ways of looking at our contribution to the development of an understanding of the human diversity from two perspectives: the individual and the cultural.

Definition

The definition which will guide the operation of this plan of action at the College of Education of the University of Puerto Rico is the following:

Multicultural education is education which aims to develop in an individual the attitudes, skills and competencies necessary for understanding, perceiving, behaving with and evaluating culturally different groups. This must insure the equalization of education opportunities among different sub-cultural groups and must contribute to diminish prejudice and discrimination and to minimize misunderstandings and conflicts. This education approach stems from the principle that cultural diversity represents different ways of dealing with human

students who are ethnically, racially or culturally different from oneself. Emphasis is on building positive relationships between students..." (Page 112).

Bilingual Model:

"Because of the centrality of language to Nationalism the decision as to which language or languages should be used in a nation's school as the medium of instruction is a critical decision." In Puerto Rico the language of instruction is Spanish; English is the second one.

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diversity and that the interaction between these two phenomena promotes an adequate understanding of the increasingly changeable reality in Puerto Rican society and in the entire world.

Rationale

The emergence of multiculturalism as an area of importance in the instructional field directly affects the learning situation in Puerto Rico. The Spanish oriented culture is being influenced by cultures from other countries, mainly from the United States. Moreover, Puerto Rican culture is constantly changing, due to the migraton of the population from rural to urban areas and from the island to the United States. Often times, students appear from many different backgrounds—such as Cubans, Dominicans and others— socio economic levels, age, sex and so forth, to whose individual needs the teachers must be capable of responding.

A very significant problem affecting the Puerto Rican cultural reality is mobility to the United States. This has been characterized lately by return migration. Its ocurrence forces adaptations in social, political, economical and educational planning and the necessity of providing for appropriate dealing with these many problems.

Thousands of Puerto Rican families have returned to Puerto Rico due to the shifts in economy in the United States where unemployment and other problems have forced them to look again to Puerto Rico for survival. Some of them have lived in the United States for many years; others, have lived there for most of their lives. In addition to this, Puerto Ricans travel to the United States with the idea in the back of their minds of returning some day. Upon returning, they bring back serious variations and limitations in their linguistic, cultural and educational development.

A study undertaken by the United States Commission of Civil Rights[4] shows that "in 1965, for example, more than 22,000 persons moved to Puerto Rico; in 1969-70, nearly 129,000 returned."

Statistics compiled by the Puerto Rico Planning Board[5] reveal that for the period between 1970-74 a total of 85,000 persons returned to

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[4] Quoted in the *Proposal for Bilingual Education* presented by the Department of Education, Summer 1980, page 31.

[5] Data provided by the Department of Education for the proposals on Bilingual Education, Summer 1980 (Statistics Division).

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Puerto Rico from the United States, thus indicating that the trend is definitely shifting toward return migration to the Island.

In 1978 the total number of students on the Island was 727,718; out of this figure, 67,391 (9.2%) has returned from the United States.[6]

Even though during recent years the trend has been for more and more Puerto Ricans returning to the island, still thousands of residents of Puerto Rico move to the United States every year. Figures offered in the publication *Data Profile* of the State of New Jersey[7] indicate that "during the period 1960-70, while the total population of the State of New Jersey increased by 18.2%, Hispanic population increased by a rate of 145.1% over the same decade, Puerto Ricans being the largest group among them." This profile also establishes a comparison which points out that Hudson County has more Spanish speakers than Ponce, one of the largest cities in Puerto Rico. New Jersey is known for its high concentration of Puerto Ricans. This applies as well to other States such as New York, Illinois, Massachusetts, Ohio and others.

There are students of two different groups in the schools of Puerto Rico who need teachers equipped with such knowledge, skills and attitudes adequate for dealing with culturally different people. These groups are made up of students who come from the United States and students who are potential migrants to the U.S.

The absence of adequate strategies to deal with the socio-education situation points to the need for developing the Bilingual Bicultural Model.

In addition to the bilingual-bicultural situation, the many subcultural groups within our own society that have resulted from the intermingling of different socio-economic and geographical groups, demand educational procedures geared towards the development of a global understanding of the interactive forces of our society among prospective teachers. Therefore, the Inter-Group Relations Model will be integrated to the Bilingual Education Model.

The College Commitment

In order to respond to the linguistic and cultural situation characteristic of our society, and to the many variations of a subcultural

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[7] *Data Profile Report*, published by Congreso Boricua in New Jersey, Winter 1979.

nature, the College of Education provides for the multicultural education approach in its programmatic structure. Alternatives to deal with the linguistic and cultural problems which spring out of the already described diversity will continue to be incorporated in the curriculum.

The College of Education will be guided in this enterprise by the general assumption that the multicultural approach is absolutely indispensable in a teacher education program that recognizes the individual and cultural differences which are reflected in learning, human relations, motivational incentives and communicative styles.

As the Multicultural Approach is gestalt-oriented, an interdisciplinary conceptualization perspective will be implemented. The Faculty will be responsible for the creation of strategies and the development of processes for curriculum design, admission policies, counselling services, library services, retention and evaluation. These processes will have to prove their susceptibility for self-examination and measurement in order to assure their continuity and institutionalization.

All the Departments and sub-units of the College will provide for the inclusion of this approach in their everyday endeavor. (See the governance organizational chart and the communication and service chart on pages 254 and 256, respectively).

In order to attain the gestalt approach the following goals will guide the performance:

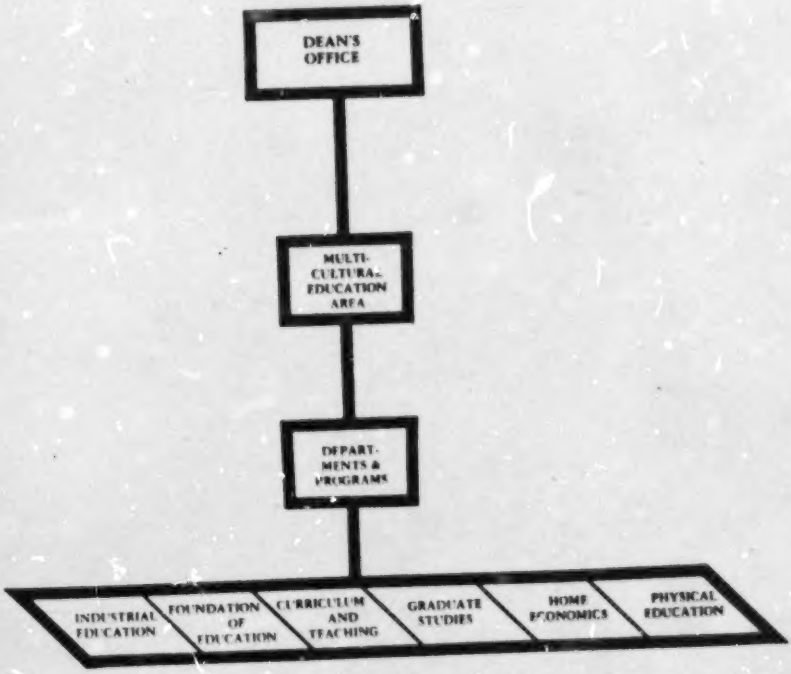
GOALS

A. Reinforcement of a multicultural education outlook in the College mission as it relates to teaching, research and public services, which is representative of the integrated and comprehensive character of an interdisciplinary approach.

B. Improvement and expansion of the teacher preparation programs including the enrichment of these with specific sociocultural skills and competencies, and the developing of attitudes which may guide the prospective teacher in becoming aware of, in understanding, in accepting and in functioning effectively in different settings and with people of different cultures and subcultures.

C. Improvement of the curricular contents in order to enable prospective teachers to acquire the necessary tools and strategies for educating equitably all students, once they are in the

COLLEGE OF EDUCATION
MULTICULTURAL EDUCATION COMPONENT
GOVERNANCE AND ORGANIZATIONAL
CHART OF THE COLLEGE APPROACH IN
MULTICULTURAL EDUCATION



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classroom.

D. Integration, to an optimum level, in the teacher preparation programs of the culturally diverse student and of the teachers' professional performance.

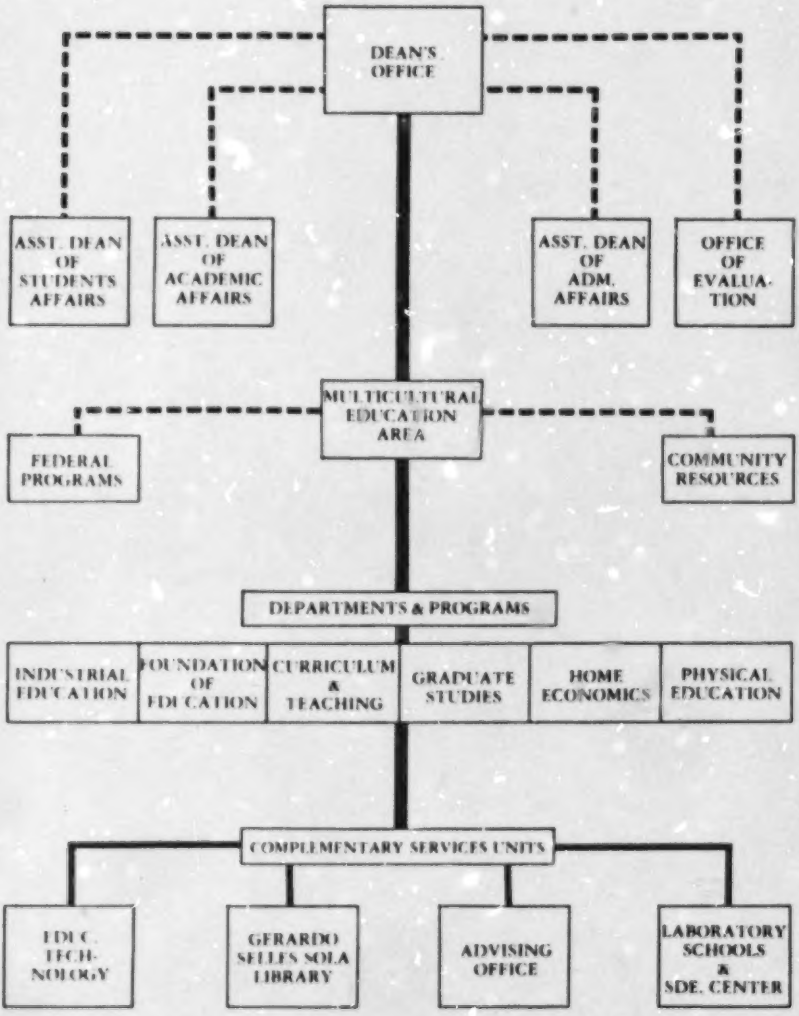
General Objectives:

1. The integration of a multicultural education component in all the teacher preparation programs and laboratory schools of the College within its overall plan.
2. The systematization, through a revision and enrichment of the courses syllabi, of those multicultural insights which reflect the specific multicultural nature of the Puerto Rican society, and their insertion into the pedagogical practices and instructional materials of the courses.
3. The assurance of continuity in providing learning at optimum levels of achievement, regardless of socio-economic status or environment, differences in age, race, sex or any other cultural or individual difference among the students.
4. The examination of the current curriculum and the redesigning of new programs of study in which the following concepts will be analized: racism, sexism, prejudice, discrimination, oppression, powerlessness, inequality, equality, bilingualism, women studies, participatory democracy, human relations, value clarification, migration, mobility, major social ailments, housing styles, demographic situation and rural/urban life living styles.
5. The reinforcement of the Special Education Program and the Mainstreaming Program at the faculty and at the students' level within the multicultural approach.
6. The reinforcement of the TESS Program curriculum at the B.A. and M.A. level to cope with a bilingual perspective.
7. The design and implementation of a Bilingual Education Program at the B.A. and the Masters level.
8. The design and operation of a sound Program geared to Faculty Development (in-service education) in which, among other themes, emphasis will be given to the multicultural education component. This area is not included in transitional programs such as: Teacher Corps and Deans Grant.
9. The enrichment of the counseling services towards the integral development of the students, using as the starting point individ-

ual and cultural factors within the academic areas.

10. The dissemination and diffusion of multicultural education activities at the College.

COLLEGE OF EDUCATION
MULTICULTURAL EDUCATION COMPONENT
COMMUNICATION & SERVICE
ORGANIZATIONAL CHART



Description of the Plan

In keeping with the perspectives of the Foundations of Education academic area, a team consisting of a professor of philosophy, a professor of sociology and a professor of psychology will be selected to design a plan for the systematic incorporation of a multicultural education component.

A second team to complement the above will also be picked from among the language professors (English and Spanish) so as to enable the establishment of the gestalt multicultural view in the development of skills, competencies and attitudes among the respective language teachers. A third group will be chosen from among the student teaching supervisors who will complement, in its composition, the second group. Because the teaching of the fourt arts, (Listening, Speaking, Reading and Writing) pertains in varying degrees to all subjects, the group will be able to cut across any boundaries dividing them. Within the inter-disciplinary approach, each team will formuiate a particular plan to be later incorporated into a bigger, over-all plan which includes all the components.

The teams will meet and look for the common grounds between disciplines within the context of the two models: the Bilingual Bicultural and the Inter-Group Relationship. The over-all plan must be specific as to the concepts, competencies, attitudes, skills and abilities that are to be incorporated in the syllabi of all the courses.

The function of the clinicians (student teaching supervisors) will mainly be to guide and advice in getting across the concepts, attitudes, competencies, etc., learned in all disciplines related to the student teaching experience.

Furthermore, the ideas dealt with at Foundations courses should be given the same importance and relevance in the experimental stage as compared to skills, competencies and attitudes dealt with at the professional courses. Reference will be made to the general studies courses as well.

The harmonic conflict between the groups of theoriticians and clinicians will provide the theme for analysis and discussion. It is there, precisely, that the curriculum will be innovated.

Both departments, Foundations of Education and Curriculum and Teaching, will utilize the services of the Technology Center, the library and the laboratory schools to complement their performance.

After the models have proved valid for achieving a gestalt curricu-

lum change, mathematics, science and social studies will also be incorporated, although in subsequent stages.

The research done by the Department of Graduate Studies will include action with the student element of the Multicultural Education approach. This research may supplement the work with ideas being dealt with at the Foundations as well as the Curriculum and Teaching Departments.

The Special Education Component, with the mainstreaming approach integrated into its philosophical view, will be part of the team; so will the counsellors and, of course, the administrators whose task will be to provide the motivation for the overall operation, set the stage and create a propitious atmosphere.

The counsellors will emphasize the Group-Relationship Model. They may act as leaders for its implementation at the College. Being exposed to the effects of the teaching modalities on the students' learning styles through their contact with the students, the counsellors are entitled to the role of leaders. They get the information to help achieve constructive changes among other college personnel right from the students.

The governing bodies of the College of Education, in collaboration with the Multicultural Education area, will constitute the *liaison* group which will constantly appraise the progress in the implementation of the plan. The Directors of the various departments or units and the program coordinators will be part of the functional dynamics. (See the operational dynamics chart on page 259).

Implementation Tactics

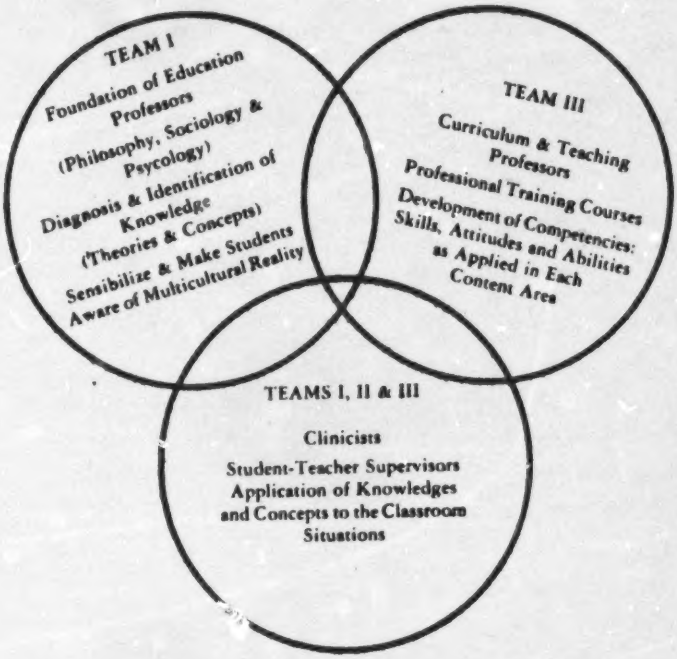
These have been classified under the following levels of performance:

A. Dean's level
B. Multicultural Committee Level
C. Complementary Services Units Level
D. Departments and Programs Levels

A. At the Dean's level

1. The formal designation and organization of a steering committee whose function will be to assume the leadership in this field.

OPERATIONAL DYNAMICS CHART OF THE INTER-DISCIPLINARY COMPONENT


TEAM I
Foundation of Education Professors
(Philosophy, Sociology & Psycology)
Diagnosis & Identification of Knowledge
(Theories & Concepts)
Sensibilize & Make Students Aware of Multicultural Reality
TEAM III
Curriculum & Teaching Professors
Professional Training Courses
Development of Competencies: Skills, Attitudes and Abilities as Applied in Each Content Area
TEAMS I, II & III
Clinicists
Student-Teacher Supervisors
Application of Knowledges and Concepts to the Classroom Situations

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The Committee will have jurisdiction over an area with a coordinator in charge who will guide and supervise the implementation of the plan.

2. Revision of the philosophical conceptualization of the mission of the College of Education, in order to show forth the basic principles and concepts of multiculturalism: a philosophy based on equality, recognition and respect for human diversity.
3. Meetings with the Dean of the General Studies Faculty to explain the scope of Multicultural Education, in order to guarantee its initiation at that Faculty during the first year of studies of the prospective teacher.
4. Distribution, and discussion with all the professors, of specific curriculum standards regarding Multicultural Education as included in the guidelines.
5. Analysis of the College budget in regard to the ratio devoted to promote faculty development.

B. At the Multicultural Committee Level

1. Preparation of an operational plan for the implantation and development of the Multicultural Education approach at the College.
2. Meetings with the governing bodies of the College (Deans, Directors and Coordinators) and with the Faculty, students, teachers and counsellors, in order to explain the plan and gather their reactions, ideas and insure their commitment in attaining its goals.
3. Development of a battery of consultants from among professors in all the study programs of the College. The Department of Graduate Studies will assist in this aspect of the research. Administration, tabulation and report of the evaluation of the state of the art in regards to the multicultural education approach at the College utilizing NCATE guidelines.

Coordination of seminars and workshops on Bilingualism and Multiculturalism, combining efforts between the College and the Institute of Bilingual Multicultural Education (IRIES) of the Graduate School of Education at Rutgers University and other universities, with the purpose of acquainting the professors and cooperative teachers with diverse models of bilingual multicultural education and inter-group relations. (Establishment of clus-

ters with other universities.)

4. Coordination with the "Women's Rights Commission" for the purpose of joining efforts with the Faculty members and student teachers in regard to their inclusion in the programmatic structure of the multicultural perspective, specifically in relation to sex discrimination in education.
5. Further coordination with Community Action Programs and other governmental and private agencies for the purpose of taking into consideration their views on Multicultural Education.
6. Preparation of brochures, leaflets, etc., and participation in T.V. and Radio Programs.
7. Determination of the policy to be followed in the revision of courses syllabi in order to include the Multicultural Education approach.
8. Meetings by Departments with the Faculty for the purpose of implementing their participation in the plan.
9. If needed, creation of courses in coordination with the Departments.
10. Revision of the admissions and retention policies with the Dean of Students and the Advising Office and the presentation of revised work to other forums such as the Curriculum Committee and the Faculty.
11. Collaboration in the dissemination of information and the celebration of activities.
12. Selection of the professors of philosophy, psychology and sociology to form the team for the Foundations Department.
13. Selection of the professors in charge of the professional courses and of the student teaching supervisors in order to constitute two additional teams.
14. Joint meetings of the three teams in order to form the College Interdisciplinary Approach Team.

C. Complementary Services Units Level

1. Up-dating of a related literature section at the Gerardo Sellés Solá Library and the distribution of a bibliography for the use of the professors and students.
2. Conducting discussion with groups of professors on related problems in a culturally diverse society.
3. Identifying, describing and analyzing the factors which isolate

the students' range of sub-cultural variability within our cultural atmosphere.

4. Examining variations and diverse learning styles as a basis for the development of appropriate teaching aids at the Technology Center.
5. Revising the laboratory schools participation in planning and implementing clinical experiences within the inter-disciplinary approach.
6. Revising at the advising office admissions and retention policies and providing for their acceptance by the interdisciplinary approach team.

D. At the Departments and Programs Level

1. Revision and up-dating of courses curricula in all the Departments and programs.
2. Revision of the courses offered at the Foundations of Education Department with the purpose of establishing a gestalt approach to multicultural education.
3. Implementation of temporary clinical experiences at schools located in different communities.
4. Inter-change of student teachers from mainland universities and the College of Education with the purpose of familiarizing the student visitors with the Puerto Rican cultural reality and "vice versa".
5. Guiding, sponsoring and participating in a multicultural component at the School Districts and the communities of the student teaching centers inasmuch as they represent true laboratories of the working environment. The Centers will function in a fashion similar to the in-service education complex being established in Juncos by the Teacher Corps Project. The following activities are being carried out in the Juncos School District.

    a. Following up on seminars on conceptualization of the multicultural approach offered the previous year.
    b. Examining the nature of the school climate and the community
    c. Developing strategies for involvement within the community.
    d. Developing, together with the teachers, and utilizing criteria for the selection of appropriate multicultural learning

materials.

e. Implementing three projects directed at specific multicultural education in four areas of conflict.

(1) Age discrimination at the Tomás Hernández Elementary School. Project to be carried out in coordination with the Senior Citizens Center.

(2) Migrant discrimination at the Fulgencio Piñero Intermediate School.

(3) Rural and urban population distribution at the Alfonso Díaz Lebrón High School and the conflicts resulting therefrom.

(4) Ethnic population in all the schools.

f. Demonstrating techniques for developing multicultural learning materials.

6. Utilizing bilingual skills and techniques in all the programs of study operating at the College.
7. Evaluating, appraising and utilizing materials in which the multicultural concepts are focussed at the elementary and the secondary level programs.
8. Analyzing text books to insure the selection of racially, ethnically and sexually unbiased resources.
9. Conducting discussions in the courses and in some specific activities on related literature in the field of understanding theories and dimensions of cultural diversity, similarities and conflicts.
10. Reinforcing cognitive and affective insights into the teaching and learning styles of the Faculty by sponsoring professional developmental activities such as conferences, seminars, lectures, etc.
11. Identifying, describing and analizing those community factors which account for local pluralism or sub-cultural grouping and which have a bearing on the teaching-learning situation.
12. Examining the effects of the cultural pluralism of the U.S., as applied to the teaching-learning situation and to our intellectual development and its effects on the Puerto Rican society.
13. Describing the phenomena of bilingualism and biculturalism in some areas of the Puerto Rican population such as the academic world, the migrant factory workers, the migrant agricultural workers, and so forth.

14. Exchanging additional student teachers from practice centers already functioning with the Juncos School District in order to provide a wider variety of clinical experiences within a multicultural framework.
15. Extending the multicultural approach insights to include volunteer teachers from the student teaching center.

Time Frame:

Even though many of the tactics included in this plan have already been implemented, the component will articulate and systematize the approach.

The following activities should be initiated during the first year.

1. Formulation of the plan.
2. Discussion of the plan with various groups such as Deans, Directors, Curriculum Committee, Departments and Faculty.
3. Selection of the teams.
4. Meeting of the head team and iniciation of the curricular revision.
5. Meetings of the Dean with the Dean of the General Studies Faculty.
6. Discussion of the College policies in order to incorporate the Multicultural Education Component systematically.

Evaluative Procedures

A. Performance evaluation will have the formative approach. Each relevant activity or event will generate data which will be useful for giving immediate feedback for the interim evaluation necessary in decision making. This data will also be analyzed and filed for future reference in the summative evaluation.

At the end of the first year an analysis will be done in the light of the data collected and/or generated from activities during the year. Related evidence, as minutes of meetings, agendas, reports and so forth will be analyzed and filed.

B. Purposes of Evaluation

1. To provide a basis for decision making along the way.
2. To alert the governing bodies and the committee to any

flaws.

3. To enable all constituents of different levels to diagnose difficulties.
4. To provide continuous feedback so as to be able to make modifications on time.
5. To measure effectiveness.
6. To provide a standard for measuring the attainment of goals.

C. Responsibility

Although the process of evaluation will be shared by all participants, the major responsibility will rest on the Evaluation Office of the College. The Committee, of course, will join any and all evaluative efforts.

D. The Process

1. The first phase will deal with the setting of goals. Everybody must understand the goals.
2. A particular plan will be written to include data-identification for generating evidence.
3. The instrumentation phase will be checked against the time table already prepared. Achieving target dates will be part of the implementation phase.
4. Reporting will be on going.
5. The evaluation model designed by Dr. José L. Soto Padín will be used.

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